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OUTLINE OF AN EMERGENCY COURSE OF INSTRUCTION ON THE WAR

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FOREWORD.

The importance of the teacher's part in the great fight for liberty, democracy, and civilization has been universally recognized. The teachers themselves have been alive to the responsibility thus imposed upon them, but they have often worked under serious disadvantages. Many of them have had no specific preparation for this kind of work, and though suggestions of one kind or another have been numerous, they have frequently been either too general to be of much value or based upon insufficient knowledge of actual conditions in the schools. In the autumn of 1917 the Bureau of Education published a pamphlet prepared by the National Board for Historical Service entitled "Opportunities for History Teachers" (Teachers' Leaflet, No. 1). This was intended primarily for the use of teachers in secondary schools and has had a wide circulation. Since then a large amount of additional material has been issued, some of it well adapted to the needs of elementary teachers; but they have needed more definite guidance in the use of it. It is the purpose of this leaflet, prepared by a committee appointed by the National Board for Historical Service, to supply such guidance. Two members of the committee, Dr. Coulomb and Dr. Gerson, are district superintendents in the public schools of Philadelphia, and Dr. McKinley is the editor of the History Teacher's Magazine. The board has been decidedly fortunate in securing the expert service of historical scholars whose experience has also given them a thorough understanding of what can or can not be done in the schools.

OUTLINE OF AN EMERGENCY COURSE OF INSTRUCTION ON THE WAR.

INTRODUCTION.

The general topic of the war and America's part in it should form an integral part of the course of study in every grade of our public schools. Incidental instruction on this subject can and should be provided through the opportunities offered by such subjects as American history, European geography, and English composition and literature. The floating of Liberty Loans and the sale of thrift stamps also furnish occasions for profitable incidental treatment of the war. If definite results are to be obtained, however, our schools must go further and provide for systematic instruction in this subject. Definite periods on the school program should be allotted to this purpose: In Grades One and Two, two 15-minute periods a week; in Grades Three and Four, two 20-minute periods a week; in Grades Five, Six, Seven, and Eight, two 30-minute periods a week. Appendixes containing brief biographies for use in Grades Five and Six (p. 27), suggestions as to methods of teaching the course (p. 23), and a bibliography (p. 30) are given.

COURSE FOR GRADES ONE AND TWO.

Instruction on the war in the first two grades should take the form of—

- I. Stories of War Incidents.
- II. Celebrations of Special Holidays.
- III. Talks on the War and the Children's Relation to It.

1. Stories of War Incidents.

True incidents of the war, illustrating the three ideas of *patriotism*, *heroism*, and *sacrifice*, should be selected and told the children. So far as possible, incidents centering about the actions of children in France, Belgium, and other invaded countries should be selected. The stories should by no means be limited to those about children, however, as children take a very real interest in the actions of grown-ups—brave soldiers, self-sacrificing mothers, and the like. Besides inculcating an admiration for the virtues of patriotism, heroism, and sacrifice, these stories should incidentally give the children some notion of life “over there.”

The treatment throughout should be informal. Pupils should not be held responsible for "facts." Informal conversations should be encouraged, but the children should not be required to retell stories nor to answer questions about them.

II. Celebration of Special Holidays.

Columbus Day. Thanksgiving Day. Lincoln's Birthday. Washington's Birthday. Liberty Day (anniversary of April 6, 1917). Memorial Day. Flag Day. Fourth of July. Bastille Day.

These celebrations should be treated from a national and international rather than from a personal point of view. For example, on Columbus Day emphasize the relations of the Old World with the New, and of our country with the countries of Latin America; in connection with Lincoln emphasize the preservation of our country and the freeing of the slaves rather than the personal characteristics of Lincoln; on Flag Day discuss the meaning of the flag rather than the story of Betsy Ross. Dramatics should form a part of most holiday celebrations in lower grades.

The celebration of each of these holidays should center about its relation to the present war. Washington founded this Nation and Lincoln saved it; so that to-day we may do our part toward establishing liberty and democracy for the world. Flag Day should serve as an occasion for reference to the flags of our associates in the war.

III. Talks on the War and the Children's Relation to It.

A. Reasons why father, brother, uncle, cousin, had to go to war: (1) To protect the people of France and Belgium from the Germans, who were burning their homes and killing the people, even women and children; (2) to keep the German soldiers from coming to our country and treating us the same way.

B. How little children can help.

1. Save pennies for thrift stamps.
2. Eat less of things the soldiers and the people of the allied countries need.
3. Eat less candy and sweet cakes.
4. Do not waste food. (The "clean plate" idea.) Remind brothers and sisters not to waste.
5. Do not waste water. Faucets left running mean wasted coal at the pumping station.
6. Be careful of health. Doctors and nurses are needed just now for more important work than curing children's ailments that are the result of carelessness.
7. Be careful of shoes and clothes. We need all the cloth and leather we can spare for the soldiers. (See Appendix A, p. 24.)

B. How little children can help—Continued.

8. Save labor by not giving other people extra work. Avoid—
 - a. Throwing paper about the streets.
 - b. Breaking windows or otherwise destroying or defacing property.
 - c. Carelessness with school books and other public property.
9. Try to be better boys and girls, so that older folks will not be troubled or worried about you and so can work harder.

COURSE FOR GRADES THREE AND FOUR.

Instruction on the war in Grades Three and Four should cover the following topics:

- I. Stories of War Incidents (as in Grades One and Two).
- II. Celebration of Special Holidays (as in Grades One and Two).
- III. Handicaps of German Boys and Girls.
- IV. Why the United States Entered the War.
- V. What Our Government has Accomplished in the War.
- VI. Our Soldiers and Sailors.
- VII. How Children can Help.

I. Stories of War Incidents. (See Appendix A, p. 25.)

The purpose of this part of the work and the method of treatment should be the same as in Grades One and Two. The stories and the form in which they are told should of course be adapted to the older pupils. In Grade Four the pupils may be encouraged to bring into the classroom accounts of incidents of the war which they may have heard through letters from the front or from newspapers and magazines.

II. Celebration of Special Holidays.

The treatment should be the same as in Grades One and Two.

III. Handicaps of German Boys and Girls.

- A. Poorer children must go to a certain kind of school.
- B. Little freedom of action. Repression on all sides. "Verboten" ("It is forbidden").
- C. Poorer children must leave school early (at about 14 years of age) and go to work.
- D. Higher education is not free. The working class not able to pay for it. Children of poorer class not encouraged to enter higher schools.
- E. Little meat or white bread eaten in Germany, even in peace times.

In presenting these points to the pupils the teacher should compare these conditions with the opportunities found in America. This comparison should be particularly emphasized where the class is of foreign birth or extraction.

IV. Why the United States Entered the War.

A. What Germany (the Kaiser) did in Belgium and France, and what Germany is fighting for.

B. What Germany (the Kaiser) would do to this country if successful in Europe.

C. The immediate occasion for declaration of war by the United States—the sinking of our ships without giving the crew or passengers a chance to escape, although we were not at war at that time and had the right to sail the seas. While the term “international law” need not be used, the children should be told that the nations of the world have from time to time agreed to follow certain rules in their dealings with one another. They have always trusted each other to follow these rules, just as in a game of baseball or tag each side expects the other to obey the rules of the game. When Germany sank the ships of peaceful nations without giving the passengers and crews a chance to escape, she was breaking one of these rules. When she persisted in this our Government rightly would have nothing more to do with her.

D. Under what conditions will the United States make peace?

1. Safety for government by the people.
2. Protection of small nations against aggression.

V. What Our Government has Accomplished in the War.

A. *In this country.*—Armed, equipped, and trained soldiers; taken control of railroads; fixed prices; provided for conservation of food, coal, etc.; raised money for the war; built ships.

(Consider in this connection the work of the Red Cross, the Young Men's Christian Association, Knights of Columbus, and other similar organizations.)

B. *In Europe.*—Sent large sums of money to the Allies; furnished them food and munitions.

Transported over 1,500,000 soldiers to Europe by September 1.

Helped the allied navies guard the seas.

VI. Our Soldiers and Sailors and What They are Doing.

A. Our Army—How it was raised and trained. Life in the camps. General idea of its organization and the chief grades of officers. Children will enjoy discussion of uniforms and insignia.

B. The Navy—Its organization; different types of ships and their work.

C. Aviation—Work of different kinds of airplanes and balloons.

D. Building of bridges, railroads, docks, and warehouses for our Army in France.

E. Summary of accomplishment to date of our troops abroad. The work done by our Navy. Keep the class informed of big military or naval operations.

VII. How Children can Help.

Besides considering the points outlined for Grades One and Two (Topic III), take up the following:

A. Children in Grades Three and Four are old enough to help materially in the sale of Liberty Bonds and in the collection of subscriptions to the Red Cross, the Young Men's Christian Association, the Knights of Columbus, War Chests, and similar organizations.

B. War gardens and other food-supply work. In farming districts children may be given the care of pigs or lambs. The idea to be emphasized is service to the Nation through food conservation.

COURSE FOR GRADES FIVE AND SIX.

Instruction on the war in Grades Five and Six should cover the following topics:

- I. Stories of War Incidents.
- II. Celebration of Special Holidays.
- III. A Comparison of German Life and Government with Our Own.
- IV. Progress of the War since 1914.
- V. Our Debt to France and England.
- VI. What Our Government Has Accomplished in the War.
- VII. Our Soldiers and Sailors.
- VIII. War Biographies.
- IX. How Children Can Help.

I and II. Stories of War Incidents—Special Holidays.

While in Grades Five and Six the stories of war incidents and the celebration of special holidays are not such a vital part of the course as in the lower grades, they can, nevertheless, help much in securing the emotional response which is so essential to successful teaching of the war. In addition to the ideas of heroism, patriotism, and sacrifice illustrated by the incidents recounted in the lower grades, the teacher may find illustrations of other virtues, such as steadfastness, perseverance, truthfulness, kindness, etc.

III. A Comparison of German Life and Government with Our Own.

A. Lack of opportunity of the poorer classes. Wealth and power in the hands of the upper classes. The Junkers.

Compare this condition with the equality of opportunity in America. An Abraham Lincoln in Germany is not conceivable.

B. The Government of Germany a federation of States something like the United States but dominated by the largest State, Prussia. Germany has to do what Prussia wishes. The King of Prussia is the German Emperor (the Kaiser).

The Government of Prussia. The legislature is elected as follows: Those who pay the most taxes up to one-third of the total elect one-third of the legislature; the people who contribute the next largest amounts up to one-third elect another third of the legislature, and finally the poorer people who pay only a small tax elect another third. If one man happens to pay one-third of the taxes, he can practically name one-third of the representatives from his district. This system gives a small number of nobles and rich people twice as much influence as the enormously larger numbers of poorer people. Compare with the liberal voting system which prevails in this country.

C. Militarism. 1. What it means: An enormously large army kept up all the time; glorification of war; ascendency of the military class in the government.

2. Some results: Tendency to pick quarrels with neighboring and other countries; soldiers become arrogant and consider themselves better than civilians. (Rudeness of German officers to civilians, to women and children. The Zabern incident.)

D. German untrustworthiness; why we can not trust Germany's present rulers.

1. The invasion of Belgium.
2. The Brest-Litovsk treaty with Russia.
3. German plots and intrigues against the United States.

IV. Progress of the War since its Outbreak in 1914.

A. The European situation at the beginning of 1914. Europe an armed camp. The Triple Alliance and the Triple Entente.

B. The immediate cause of the war: Austria holds Serbia responsible for the assassination of the Austrian heir to the throne. Austria threatens Serbia; Russia sides with Serbia, Germany with Austria; France joins Russia; Germany invades Belgium; Great Britain as one of the nations that had promised to protect Belgium declares war on Germany.

C. The German armies drive forward nearly to Paris, but are stopped at the Marne and pushed back about 50 miles.

D. Russian troops invade Germany and Austria, but are finally thrown back.

E. The allied navies sweep German and Austrian ships from the seas.

F. Italy enters the war against her former allies and invades Austria, but is driven back and invaded in her turn.

G. Entrance of Turkey and Bulgaria on the side of Germany, and of Roumania and Greece on the side of the Allies. The defeat and

invasion of Serbia and Roumania. Russia and Great Britain attack Turkey in Asia. British troops capture Bagdad and Jerusalem.

A revolution in Russia deposes the Czar (1917); the new government makes peace with Germany; Germany takes control of large part of Russia.

V. Our Debt to France and England.

A. These nations kept the German peril from our shores for three and a half years. (Note the significance also of Belgium's stand in 1914.)

B. Our debt to France:

1. The French alliance in our War for Independence.
2. Lafayette's services to America.
3. The heroic work of the French in the present war.

C. Our debt to England.

1. Our common language and literature.
2. Our common institutions. Magna Carta the foundation stone of American as well as of English rights. Our idea of representative government an inheritance from England.

The oppression of the Colonies that led to our War for Independence was the work of George III and his party, not of the English people.

Great Britain to-day stands for democracy. (Note the free governments of her colonies, Australia, Canada, South Africa, etc.).

3. The services of Great Britain in the present war, particularly the work of her navy.

VI. What Our Country has Accomplished in the War.

A. Why the United States entered the war. (Treat as in Grades Three and Four, Topic IV.) In these grades consider in this connection the work of German plotters and spies against this country.

B. American preparations for war.

1. Raising money (loans, taxes).
2. Raising troops (enlistment, draft).
3. Munitions and provisions.
4. Transportation (railroads, telegraph and telephone lines, under Government control).
5. Industry (placed under Government control).
6. Shipbuilding.
7. Food conservation.

C. The work of the Navy.

1. Prompt sending of naval units to cooperate with the Allies.
2. Fighting submarines.
3. Convoying troops.

D. The Army overseas.

1. Reception of our troops in England and France.
2. Army construction work.
3. Our part in the fighting.

E. Work of our aviators.

F. Noncombatant service.

1. Red Cross.
2. Ambulance work.
3. Young Men's Christian Association; Knights of Columbus, etc.

G. Looking forward to peace. President Wilson's part in unifying and clarifying the war aims of the Allies. A League of Nations.

VII. Our Soldiers and Sailors.

Use should be made of the children's natural interest in uniforms and insignia to familiarize them in a general way with the various branches of the service and their functions, with a general plan of organization of our Army and Navy, and with the various grades of officers in each branch. Children in Grades Five and Six can bring a great deal of interesting material based on actual experience and observation into lessons on these topics.

VIII. War Biographies (see Appendix B).

Familiarize the pupils with the careers of the following: Joan of Arc, Lafayette, Joffre, Pitt, Florence Nightingale (see Appendix A, p. 25), Kitchener, Lloyd George, Garibaldi.

IX. How Children Can Help.

See Grades One and Two, Topic III, B, and Grades Three and Four, Topic VII.

In Grades Five and Six the age of the pupils gives increasing opportunity for service. Garden work can be made more practical and useful. Knitting and sewing can be done for the Red Cross.

COURSE FOR GRADES SEVEN AND EIGHT.

Instruction on the war in Grades Seven and Eight should cover the topics as outlined for Grades Five and Six. The appeal, however, should be more to the intelligence of the pupils. The war in its relation to its causes in the past and its consequences in the years to come should receive fuller discussion.

The following special topics should be emphasized in these grades:

The War from Week to Week.

The class should be kept informed of current events of military importance. Maps of the various fronts should be kept before the class and changes in them indicated as military movements may make necessary. Other phases of the war (action by Congress, pronouncements by the President, etc.) should also receive attention.

The Purposes of the War.

Children in these grades should be trained in the habit of looking ahead to some of the problems that will have to be solved at the termination of the war. The idea of a League of Nations should be discussed, and the foundations laid for a broad attitude of mind toward the possibility of "world-citizenship" in the days to come.

The historical treatment of the war may enter into more detail than was possible in Grades Five and Six.

The following outline is suggested:

I. Brief Account of the Development of the European Nations at War (see Appendix A, p. 26).

(a) Germany; (b) Austria; (c) Italy; (d) Belgium; (e) France; (f) The British Empire; (g) The Balkans; (h) Turkey; (i) Russia.

This account should briefly summarize the history of the countries named from 1815 up to the outbreak of the war, with a very general description of the Governments, character of the people, and the military and other resources of the countries. Three points should be especially noted: (1) The growth of England into a great empire, with self-governing colonies and dependencies; (2) Germany's recent development as a manufacturing and commercial nation with a rapidly increasing population and with few colonies; (3) the war between France and Germany in 1870, leading to the annexation of Alsace and part of Lorraine to Germany.

II. Why Germany Wanted War.

A. Belief that "war is the most profitable business a nation can engage in."

B. Desire to secure territory from neighbors, either adjoining land (Belgium and part of France or Russia) or colonies (from Belgium, France, or Great Britain).

C. Desire to get "a place in the sun," i. e., to become a world power rather than merely a continental power.

D. Belief that war is a necessity in the evolution of nations.

E. Idea of her divine mission to spread German "Kultur" (customs, language, literature, etc.) over the whole earth.

III. German Militarism.

A. Militarism, what it is.

B. Competition in armaments. Germany, already with the greatest army, aimed to have a navy surpassing that of Great Britain.

C. Germany's attitude toward arbitration; reasons for her opposition.

IV. International Law.

A. What is meant by it.

B. The Hague Peace Conference.

1. What they were for.

2. Results.

V. Special Reasons for International Jealousies.

A. Alsace-Lorraine.

B. Desire of Italy for union with her of Italian-speaking people now under Austrian rule.

C. Russia's desire for Constantinople.

D. Conflicting interests of Austria, Italy, Turkey, and Russia among the Balkan nations.

E. Germany's attitude toward Great Britain, France, and the United States concerning colonial empire. Quarrel with France over Morocco, with Great Britain and the United States about Samoa, with the United States over the Philippines and Venezuela, etc.

F. Question of "outlets" under control of small nations (mouths of Rhine controlled by Holland; of Danube, by Roumania; exit from Black Sea, by Turkey; from Baltic, by Denmark).

VI. Groupings of the Great Nations.

A. What is meant by "the Balance of Power."

B. Austria and Germany form alliance against Russia; Italy joins later, forming the Triple Alliance.

C. Russia and France come together. Great Britain, to escape isolation, and fearing Germany's naval designs, makes friendly approaches to France and Russia, eventually forming with them the Triple Entente, or understanding.

VII. The Balkans, Greece and Turkey.

A. Races in the Balkans.

B. Balkan states the results of successive revolutions against Turkey.

C. Austria and Russia, respectively, as protectors of the Balkan nations.

D. Turkey defeated by the Balkan states in 1912. The inter-Balkan War in 1913: quarrels over the territory taken from Turkey; Bulgaria backed by Austria attacked her former allies, but was defeated by them.

E. Results: Germany and Austria had backed Turkey and Bulgaria and lost much prestige; an effort to recover the ground lost was practically certain.

VIII. The Beginnings of the Great War.

A. Austria's desire to attack Serbia in 1913.

B. Germany's feverish military and naval preparations for a war to be declared at the first convenient opportunity; "Der Tag," i. e., the day when Germany would declare war, especially against England.

1. Great increase in the German army and navy.

2. Deepening of Kiel Canal for largest war vessels.

3. Great increase in taxes for military purposes.

- C. Various warnings of the coming conflict.
- D. The murder of the heir to the Austrian throne.
- E. The Potsdam Conference, July 5, 1914. "Everything is ready."
- F. The ultimatum to Serbia. Why Serbia could not accept without becoming a vassal of Austria.
- G. Efforts of other nations for peace. Especially work of Sir Edward Grey, foreign secretary of Great Britain.
- H. Refusal of Germany to help avert war.

IX. Hostile Moves of Various Nations.

A. Mobilization of troops. Step 1. Austria against Serbia; Russia against Austria (to protect Serbia); Germany against Russia (this brings France into the conflict).

Step 2. Germany attacks France via Luxemburg and Belgium. Great Britain, threatened with a hostile and powerful nation on the North Sea coast and having guaranteed the neutrality of Belgium, declares war on Germany.

X. The War in 1914.

A. Western front. 1. France, not expecting attack through Belgium, mobilizes on the German frontier.

2. Germany invades Belgium, and before France can shift her troops, passes the French frontier. German armies approach within 20 miles of Paris.

3. Germans thrown back from their position on the Marne for a distance of approximately 50 miles.

B. Notable events in connection with the war in the west. 1. German treaty with Belgium "a scrap of paper."

2. Resistance of Belgium.

3. German atrocities in Belgium and northern France (destruction of churches, public buildings, hospitals; murder of civilians). What is *schrecklichkeit* (terrorism)?

4. Battle of River Yser. The German army kept from the coast.

C. Eastern front. 1. Russia invades east Prussia; is defeated and army driven out at battle of Tannenberg by Von Hindenburg.

2. Russia invades Galicia and threatens Hungary.

3. Serbia drives out Austrian invaders.

4. Turkey joins Central Powers, October, 29, 1914.

D. Colonial situation. 1. Germany's colonies in Pacific captured by Australians and Japanese.

2. Egypt's pro-Turkish ruler deposed and a new ruler appointed favorable to Great Britain.

3. Failure of revolt against Great Britain in South Africa.

E. Naval affairs. 1. British control of sea disputed by Germany. British victory off Heligoland; German victory in Pacific, near coast of Chile; British victory at Falkland Islands.

2. Work of German commerce raiders; the *Emden*.

3. Submarines. Their work comparatively unimportant at this time. The result of the naval operations was the absolute control of the seas by the Allies, permitting the transport of troops, munitions, and food to the allied armies.

XI. The War in 1915.

A. Western front. General failure of allied attempts to pierce German lines (Champagne, Ypres); Germans introduce use of poison gas.

B. Eastern front. 1. Gallipoli expedition; attempt to capture Constantinople by the allied fleet fails at the Dardanelles. An army joins the fleet. Expedition abandoned after a year of enormous losses.

2. Russia again invades east Prussia. Again defeated and an army destroyed at battle of Mazurian Lakes (February 12).

3. Von Hindenburg and Von Mackensen drive through middle of Russian line from Cracow to Lemberg, forcing withdrawal of Russian line to nearly its location at time of Russia's withdrawal from the war.

C. Bulgaria joins Central Powers; crushing of Serbia and Montenegro by simultaneous invasion from north and south. Greece held for Allies by landing of French army at Saloniki and the deposition of the pro-German King Constantine.

D. Italy joins Allies, declaring war on Austria (May 23).

E. Naval affairs. 1. British navy retains superiority. Increasing use of submarines. War zone around British Isles declared by Germany. Sinking of *Lusitania* on May 7, with loss of 1,198 lives, including 124 Americans.

2. Series of protests to Germany by United States against the sinking of vessels without warning and without providing for the safety of their passengers and crews. The negotiations continue with varying results until Germany announces her policy of unrestricted submarine warfare (January 31, 1917); leading to our entrance into the war in April, 1917.

F. Air raids. Zeppelins and airplanes invade England, bombing unfortified towns. Up to October 1, 1917, there were 34 such raids, killing 865 persons and wounding over 2,500. Lack of effect of these raids on the war situation. Pure terrorism.

G. Organization of countries for a long war. Appointment of minister of munitions in Great Britain. Enormous purchases of supplies by Allies in United States and elsewhere made possible by allied control of sea. Germany obtains supplies from and through neutral countries (Holland, Denmark, Norway, Sweden, and Switzerland). This gradually exhausts the supplies of neutrals. A rigid

blockade against goods destined for Germany, or for neutrals to replace material sent to Germany, gradually brings about a shortage of food and of important supplies, i. e., rubber, copper, nickel, in Germany and in neutral countries.

XII. The War in 1916.

A. Western front. 1. German attack on Verdun by the Crown Prince's army (February to July). At first the Germans gain ground, but are finally held and slowly driven back by the French. "They shall not pass!"

2. Allies move forward on the Somme 9 miles on a front of 20 (July to November).

3. Great German losses in both of these battles.

B. Russia pushes again into Austria, capturing hundreds of thousands of Austrians. Russian offensive against Turks in eastern Asia Minor, capturing Erzerum and Trebizond.

C. Austrian offensive against Italy relieved by Russia's attack on the east. Italians push forward to within 13 miles of Trieste (Aug. 9).

D. British offensive in Mesopotamia starting from Basra stopped by Turks at Kut-el-Amara. Gen. Townshend's force of 13,000 surrenders to Turks, April 29. Loss of British prestige in the East.

E. Roumania enters the war on side of Allies at the request of Russia, but is completely defeated by a combined Austrian-German-Bulgarian army. Capture of Bucharest, December 6. Great oil and wheat region gained by Germany.

F. Naval affairs. 1. Battle of Jutland, May 31. German high-seas fleet engages British cruisers until darkness permits escape of German vessels from approaching dreadnaughts.

2. Increased use of submarines. Channel steamer *Sussex* torpedoed, March 25. American lives lost. Responsibility at first denied and later admitted by Germany. Great losses of neutral as well as allied ships.

G. Other events. Great Britain adopts compulsory military service (May 25); Sinn Fein rebellion in Ireland crushed, April 25-28; President Wilson reelected.

XIII. The War in 1917.

A. Western front. 1. Germans withdraw about 9 miles on a front of 50 miles to "Hindenburg Line"—Arras to Soissons (March).

2. Battle of Arras, slight gains to British; battle of Flanders (July-December), British win Passchendaele Ridge and other gains; battle of Cambrai forced Germans several miles back from Hindenburg Line on front of 20 miles (November-December); much of this ground was almost immediately regained by Germany.

B. Eastern front. Revolution in Russia; Czar abdicated, March 15; successive changes in the government: (1) Constitutional Demo-

crats (middle class); (2) Moderate socialists (Kerensky); (3) Bolsheviks (extreme socialists, Lenin and Trotsky).

Discipline in army abolished, resistance broken. Bolsheviks negotiate armistice with Germany with view to immediate peace (December).

In spite of armistice German troops continue their advance into Russia. Many German troops released for service on western front.

C. Italian offensive begins in May. A German-Austrian counter-offensive undid the work of two years and drove the Italians back of the Piave River to about 15 miles from Venice (November). With the aid of French and British troops the drive was checked.

D. Bagdad captured by new British expedition, March 11. Palestine invaded from Egypt in March. Railroad and water line built across desert. Jerusalem captured, December 9.

E. Naval affairs. Unrestricted submarine warfare began February 1 in spite of the German declarations to the United States in connection with the *Sussex* and the *Lusitania*. Object: To starve out England, France, and Italy. Nearly 4,000,000 tons of shipping sunk, January to June, 1917. Eventual failure of submarine policy.

F. The United States enters the war April 6, 1917. 1. Reasons (see the President's war message).

2. Measures adopted. (a) Navy promptly sent to reinforce Allies. (b) Raising army. (c) Supplies. (d) Food and fuel control. (e) Transportation control. (f) Raising money—taxes, loans. (g) Shipbuilding. (h) Loans to Allies. (i) Red Cross, etc.

3. By December 250,000 United States troops in France.

G. Other nations follow the lead of the United States and declare war on Germany or break off diplomatic relations.

H. In addition to the Zimmermann note, call attention to the action of the German minister, Luxburg, in Argentina; "Spurlos Versenkt;" war information sent through Swedish ambassador.

XIV. *The War in 1918.*

A. Eastern front. 1. Russia signs peace treaty with Germany at Brest-Litovsk, March 3, 1918. Terms of treaty and extent of Russia's losses: Finland and Ukraine to be independent States; Poland a German protectorate; Livonia, Courland, Esthonia, Lithuania to determine their own status, subject to German approval; Bessarabia given to Roumania; Transcaucasia given to Turkey. -

2. German treachery to Russia; barbarous treatment of Russian peasantry by Germans; counter-revolts in many parts of Russia.

B. Austrians renew Italian offensive in June. Driven back with losses of hundreds of thousands. Italian offensive begins (July) in Albania.

C. British slowly advance in Mesopotamia and Palestine.

D. Western front. 1. Terrific German drives (March to July) result in great allied losses all along the west front from Rheims to Ypres (in Flanders, in Picardy, in Champagne).

2. General Foch now in supreme command of the Allies. On July 18 he launched the first of a series of brilliant counter drives which first checked and then drove back the Germans, until most of the lost ground was recovered. The aid rendered by the American soldiers turned the tide.

E. The United States in the war. 1. Increased numbers of United States troops in France (about 1,500,000 by September).

2. Decrease in sinkings by submarines.

3. Submarine raid off Atlantic coast; one war vessel, a score or so of merchant vessels, and a number of fishing boats sunk.

4. Shipbuilding program.

5. Airplanes.

6. Control of commodities and utilities extended. Food and fuel conservation.

7. War work in the schools.

8. Rise in prices.

9. German propaganda. (a) How it works. (b) How it is fought—
(1) Registration of enemy aliens. (2) Internment. (3) Imprisonment.

SUGGESTED COURSE FOR HIGH SCHOOLS.

(Grades IX to XII, Inclusive.)

There will be abundant opportunity for the incidental study of the war in connection with many high-school subjects. In the courses in history, composition, literature, civics, current events, and even in science and foreign-language courses, frequent reference can be made to the present European situation.

In addition to these, however, it is believed that every high-school student in America should, during the school year 1918-19, be given a consecutive history of the war, with its antecedents and ensuing problems. It will be impossible in some schools to have such a course given to all pupils by history teachers alone, or merely at the time of recitation of classes in history. Provision must be made in some other way, so that every student shall receive this instruction.

Principal William D. Lewis, of the William Penn High School, of Philadelphia, has evolved an interesting plan for such study for the coming year. This provides that two class periods a week be devoted to the study of the war. All classes in the school will take this study at the same hour and will receive instruction from the teacher in whose room they happen to be at the hour assigned for the study. A roster schedule has been arranged so that there will not be much interference with any particular study in the curriculum. This

schedule provides that in the first week the war-study class will meet Monday and Wednesday during the first period; the second week, Monday and Wednesday the second period; the third week, Monday and Wednesday the third period; the fourth week, Monday and Wednesday the fourth period; the fifth week, Monday and Wednesday the fifth period; the sixth week, Monday and Wednesday the sixth period. In the seventh week the work will be given on Tuesday and Thursday the first period; the eighth week, Tuesday and Thursday the second period, and so on. By this arrangement there will be little interference with the class work in any subject, and all teachers in the school will be expected to prepare themselves on the principal facts of the war.

Whether the plan mentioned above or some other scheme be adopted is immaterial, but it is highly important that high-school pupils throughout the land be given instruction in the war and its problems.

The study of the war in high schools should be based upon a regular outline, such as that prepared by Prof. Samuel B. Harding, and published by the Committee on Public Information, Washington, D. C. A brief list of syllabi and study outlines on the war will be found on page 31.

Pupils of high-school grades should be encouraged to study in some detail (1) the world conditions which caused the war, (2) the problems now facing the United States and the other warring nations, and (3) the great questions involved in the return to a condition of peace. Particularly, there should be an understanding of the national characteristics of the belligerent nations. This should include not only geographical facts, but also an insight into the racial, political, and economic life of the great nations. Especially helpful for this are the Community and National Life Leaflets of the Bureau of Education. Stress should also be laid upon the relation of the United States to the war and to the ensuing peace. The character of American aims and ideals should be made plain.

High-school students also should be made to appreciate the remarkable work which the United States has performed in transforming a peaceful nation into a great belligerent. The war legislation of Congress and the organization of the many executive departments and bodies for war work should be emphasized, and an understanding gained of the State and local agencies and unofficial organizations which cooperate with the National Government.

The following topics are suggested as suitable to high-school classes:

1. Definition and description of—(a) Democracy; (b) autocracy; (c) nationalism; (d) imperialism.

2. Definition and description of—(a) Militarism; (b) commercialism; (c) international law; (d) internationalism.
 3. Germany—the type of autocratic, imperialistic State, combined with militarism and commercialism.
 4. Austria-Hungary—autocratic, imperialistic State, without national basis.
 5. Turkey—type of old Asiatic despotism, modified by internal revolution and German militarism.
 6. Great Britain—the mother of representative institutions; the British Empire as a forerunner of a league of nations.
 7. France—a modern national republic: her work in saving the world for democracy.
 8. Italy—a democratic national State: ready for further progress.
 9. Russia—revolutionary condition; various racial, economic, and political rivalries.
 10. Belgium—the hero of Europe. Her historic position and her rights in the final peace settlement.
 11. United States—the first successful republic on a large scale.
 12. Other States at war with Germany—Japan, Greece, Serbia, Roumania, etc.
 13. Essential similarity of institutions in Great Britain, France, Italy, Belgium, United States, and other allied countries.
 14. Pan-Germany—military, commercial, economic. The Bagdad railroad plans.
 15. The Balkan situation and the wars of 1912–13.
 16. Outbreak of the Great War. Serbia, Austria, Russia, Germany, and France.
 17. Entrance of England.
 18. Conduct of the war on land to April, 1917.
 19. Conduct of the war on sea to April, 1917.
 20. Evidences of Germany's enmity to the United States.
 21. Entrance of the United States into the war. President Wilson's message of April 2, 1917.
- National preparation—
22. The Army.
 23. The Navy.
 24. Aviation.
 25. Finance.
 26. Mobilization of industry.
 27. Shipbuilding.
 28. Food and fuel.
 29. Transportation.
 30. Work of the schools.
 31. Work for care of soldiers, wounded, maimed, etc.

32. The war since the entrance of the United States on April 6, 1917.
33. Great responsibilities of United States. Attitude of Allies toward United States.
34. Peace proposals. Insincerity of German proposals as shown in Russia.
35. League of Nations to preserve peace.
36. Reconstruction. Problems connected with the return to a peace basis.

APPENDIXES.

A.—METHODS OF TEACHING THE COURSE.

I. SUGGESTED TIME ALLOTMENT.

1. Grades One and Two: Thirty minutes per week (two 15-minute periods). Grades Three and Four: Forty minutes per week (two 20-minute periods). Grades Five, Six, Seven, and Eight: Sixty minutes per week (two 30-minute periods).

2. The time given to this work must necessarily be taken from the allotment previously assigned to other school subjects. While the determination of this problem must depend largely upon local conditions and local courses of study, it is suggested that in most cases it will be possible to secure the time required by a condensation of the time now allotted to opening exercises, political and commercial geography (subjects largely deranged by war conditions), current events (provided by this course), problem mathematics, community civics, picture drawing, and technical grammar. So far as possible the teacher should arrange for combination and condensation in these subjects rather than for the elimination of topics. On the whole it will be found that subjects so cut will suffer less than they have during the past term, when instruction on the war, being almost entirely incidental, has frequently led to unfortunate and unregulated interruptions of school schedules.

3. While the teacher should make use of every opportunity for incidental instruction on the war offered by such school subjects as history, geography, literature, oral and written composition, drawing, and music, this sort of correlation may not be regarded as taking the place of the systematic teaching of the war in definitely scheduled periods as provided by this course of study.

II. SUGGESTIONS AS TO METHODS.

1. In teaching the war to young pupils the appeal should be directed primarily to the imagination and to the emotions. It is not enough that our pupils shall be informed of the events of the war, their causes and their results; their imaginations must be awakened and their feelings aroused to an appreciation of the significance of the great happenings of the time. To secure this result it is suggested that the teacher supplement her instruction throughout with appropriate stories and poems. Her manner also should be interesting and dramatic. Above all the teacher should in her whole personality express an enthusiastic and patriotic interest in her topic; the contagion of her spirit will be of more value than the facts she is trying to impart.

2. While the horrors inseparable from war and peculiarly characteristic of the present struggle must necessarily be referred to, the wise teacher will not dwell unduly on this phase of the subject. Permanent injury may result to young children through emphasis on the terrible and the repulsive.

3. Since instruction on the war should be informal, the method in the lower grades at least should be chiefly conversational. There should be little or no formal testing of the results of this instruction, as this would lead to an overemphasis of the "fact" phase of the teaching, besides inevitably lessening the pupils' spontaneous interest.

4. The teacher should keep in mind throughout the desirability of keeping this instruction concrete. Illustrative material should, whenever possible, be brought

into the classroom. A Liberty bond, a helmet, a gun, a letter from the front, are more effective than long descriptions or accounts. Visits to war exhibitions and museums should be encouraged. School collections of war articles, however modest, will be found of inestimable value. Other means of making instruction on the war concrete are the use of appropriate posters, pictures, and lantern slides.

5. The war should be presented not merely as something happening "over there," but as having a vital relation to all our activities and interests over here. Whenever possible the topics discussed should be brought into relation with the children's homes and lives. American households throughout the country are so essentially involved in every phase of the great struggle that there should be no difficulty in making the appeal of these lessons intimate and personal.

6. The teacher should be careful, particularly in the upper grades, to explain the meaning of terms unfamiliar to the class. Many war terms in current use are very generally vaguely or incorrectly understood (camouflage, neutrality, hangar). Similar caution should be used in referring to place names; in the upper grades the habit of reference to the map should be firmly established.

III. SUGGESTIVE LESSONS.

The following lessons are presented as suggestions of possible methods of treatment of some of the topics included in this course of study. It will be noticed that the plan of each lesson is divided into three parts: (1) Introduction, (2) development, (3) application.

I. HOW CHILDREN CAN HELP.

Care of Shoes (Grades One and Two, III B.)

Introduction.—Introduce the lesson by means of a general talk about shoes. Bring out why we need them (protection from cold and wet), what they are made of (leather), the source of our leather supply and the fact that this supply is limited, the labor required in the manufacture of shoes, why shoes wear out and how they are repaired.

Development.—Talk about our soldiers "over there" and their special need of good strong shoes because of their life in the trenches and their constant exposure to the weather. If the children are familiar with the story of Valley Forge, make passing reference to the fact that the sufferings of Washington's soldiers were sorely aggravated by the lack of proper protection for their feet.

Explain to the class that the more shoes we wear out, the less leather there will be to make shoes for the soldiers who are fighting for us. The men who work in shoe factories, moreover, ought to be able to spend most of their time making soldiers' shoes. So we must try to make our shoes last as long as possible.

Encourage the children to suggest ways in which they may make their shoes last. The following are among the suggestions which should be brought out:

1. Do not slide.
2. Do not scuff your feet.
3. Do not kick against hard objects nor in going up steps.
4. Do not let your shoes get wet.
5. Wear overshoes in wet or snowy weather.
6. Keep your shoes clean.
7. Have shoes repaired as soon as they begin to wear out.
8. Have shoes repaired again and again.

Application.—By means of questions make sure that the pupils realize why it is particularly important to take care of shoes in war time. Have the children go over the various ways in which they can help do this.

2. THE EXECUTION OF EDITH CAVELL.

An Instance of Sacrifice (Grades Three and Four, I).

Introduction.—Introduce the lesson by a general talk on the wonderful work done in the war by the nurses who care for the sick and wounded, often at the risk of their own lives. Refer to the nurses in hospitals here in America and show that, splendid as their services are, the women who are doing this work on the battle front are even more to be admired and respected.

Development.—Tell the class that you are going to tell them the story of one of the bravest nurses in the world's history. Tell them that her name was Edith Cavell; write the name on the blackboard and have it pronounced and spelled by several pupils. She was an Englishwoman who had devoted her whole life to the relief of suffering. In the early part of the war she was in Belgium doing what she could to help and comfort the sick and wounded in that unhappy country.

The children are supposedly familiar in a general way with the facts of the German invasion and occupation of Belgium (Grades Three and Four, IV A). By means of a few questions bring these facts before the class. Then develop an idea of the difficulties of an English nurse's work in Belgium. Bring out the watchfulness and severity of the German officers.

Tell the story of how the Germans arrested Edith Cavell and accused her of helping English and Belgian young men that she had nursed to escape safely from Belgium. She was declared guilty of this charge; and, though it was an offense which had not usually been punished by death, she was sentenced to be shot.

This was before our country was in the war; so Mr. Whitlock and Mr. Gibson, two Americans who were in charge of American affairs in Belgium, went to see the German officers to try to get them to be merciful. The plea of the Americans was refused and at 2 o'clock in the morning Edith Cavell was shot by German soldiers.

Application.—Bring out the fact that Edith Cavell, the English nurse who gave up her life in Belgium, will not be forgotten. While emphasis on German ruthlessness is an essential part of the story, let the final impression be one of admiration and enthusiasm for Edith Cavell's self-sacrificing life and heroic death.

3. FLORENCE NIGHTINGALE.

Grades Five and Six (Topic VIII).

Lesson I.

Introduction.—Talks on kindness to animals.

Development.—Born in England in 1820. Her childhood; her love for her dolls and pets; her love and care for the shepherd dog "Cap"; desire to help the dog, bathed and bandaged the wounded leg daily until "Cap" was well again.

Dramatization of the story of "Cap," the shepherd dog.

Lesson II.

Introduction.—Refer to previous lesson. This time we will learn about Florence Nightingale's sympathy and love for suffering humanity.

Development.—Her interest in the poor sick people of the village; brought them delicate foods, nursed them in their homes, cheered them up.

Her interest turned to study, she became a trained nurse.

Call for nurses in the Crimean War answered by Miss Nightingale. Conditions on the battlefield: No Red Cross, lack of food and water for wounded, no nurses and few doctors, lack of bandages and medicines. Improvements made by Miss Nightingale: Invalids' kitchens, laundries, medicines and bandages, personal care of the sick and wounded.

Application.—Emphasize Miss Nightingale's sympathy and her determination and success in surmounting all difficulties.

4. HISTORY OF GERMANY AND AUSTRIA SINCE 1815.

Grades Seven and Eight (Topic I.)

Lesson I.

1. Congress of Vienna at end of Napoleonic Wars. Austria supreme on the Continent. Prussia the largest country in the north.

2. In 1834 Prussia succeeds in forming the "Zollverein," an association which provided for free trade amongst its members in north Germany. Austria was excluded.

3. Prussia induces Austria to join in seizing Schleswig Holstein from Denmark (1864). Bismarck induces a quarrel with Austria over the new territory. Most of the German States side with Austria; Austria and her allies defeated (1866), and Prussia takes Austria's place as the leader of the German peoples on the Continent. The North German Confederation formed.

4. Germany and France quarrel over the succession to the throne of Spain. Bismarck, knowing that Germany is better prepared for war than France, alters the wording of a dispatch so that it appears insulting, and the French declare war on Germany, 1870. The French armies are quickly defeated, Paris is occupied by the German army, and peace is forced upon the French. France is compelled to give up Alsace and part of Lorraine, and an indemnity of \$1,000,000,000. At the same time the German allies form the German Empire with the King of Prussia as the German Emperor.

5. France anxious to recover Alsace and Lorraine; Germany anxious to get French colonies in the Congo region in Africa and to seize the French protectorates of Morocco and Algeria. The conference at Algieras and the Agadir incident. Frequent diplomatic quarrels between France and the German Empire.

Lesson II.

1. Influence of Austria weakened by the "Zollverein."

2. Austria before 1848 an absolute monarchy. The Revolution of 1848; desire of Bohemia and Hungary to separate from Austria. Kossuth comes to the United States to secure aid. With the help of Russia, Austria suppressed the revolution, with special harshness in Bohemia and Hungary. Later some degree of constitutional government was granted.

3. Northern Italy had been given to Austria in 1815. Revolted in 1848, but was defeated by Austria. In 1859 the Italians declare a war on Austria which was won by the Italians, assisted by a French army. Italy obtains the Austrian Provinces, except Venetia.

4. Italy joined Germany in the war on Austria in 1866 and recovered Venetia from Austria.

5. Austria and Russia rivals for influence with the Balkan nations. Austria and Italy have frequent quarrels over—

(a) Southwestern Austria, which was populated by Italians.

(b) Austrian and Hungarian territory along the eastern shore of the Adriatic Sea.

6. Annexation of Bosnia and Herzegovina by Austria in 1908 against the terms of the treaty of 1878 by which they were put under her protection.

B.—BRIEF BIOGRAPHIES.

1. JOAN OF ARC (1412–1431).

(a) France overrun with enemies. The King, Charles VII, was driven from place to place and his kingdom being broken up. The King not yet crowned at Rheims, as was the custom.

(b) Joan had wonderful visions in her peasant home at Domremy. Believing she was called to save France, she journeyed to Chinon, met the King, and told him of her visions. The King gave her command of his armies. Her sincerity and courage aroused the despondent French troops to a new spirit of victory. After she had rescued Orleans from an attack, town after town and castle after castle either were captured or surrendered. The people of France became inspired with a new national feeling; the enemies of France were beaten, and Charles was crowned at Rheims.

(c) After the coronation of the King, Joan was persuaded to continue to lead the army, although she felt her mission to save France had been accomplished. She was treacherously captured by the enemies of France and was accused of witchcraft. After her trial and conviction, she was condemned to be burned. Joan gave up her life for France, but France was saved.

2. LAFAYETTE (1758–1834).

(a) A young, rich, noble Frenchman. Became interested in the cause of democracy and decided to come to America to help the Colonies in their struggle against King George III and his party. Fitted out a vessel at his own expense and with 11 other officers came to this country.

(b) His services to America at Brandywine, Valley Forge, and Monmouth. Went back to France in 1779 and helped persuade the King to send over Rochambeau and his troops. Returned to America, fought Cornwallis in Virginia, and was present at Yorktown.

(c) His services for liberty in France. When the French Revolution came, Lafayette was made commander in chief of the National Guard. He tried to have the angry people treat the King and Queen kindly, but finally had to flee from France. He was seized by the Emperor of Austria and was imprisoned for some years, but was released through the efforts of Napoleon.

(d) In 1824 he visited the United States at the invitation of President Monroe. Traveled through every State in the Union; received with great honor and rejoicing. Congress gave him \$200,000 and 25,000 acres of land on behalf of the nation.

We should honor Lafayette for the sacrifices he made on behalf of a weak nation struggling for independence.

3. JOSEPH JOFFRE (BORN IN 1852).

Marshal Joffre was born in southern France. When the Franco-Prussian war broke out, he left his studies at a school of military engineering and entered the artillery branch of the army. Later he served in wars in South Africa and China, became a teacher in the French War College, and was made chief of staff in 1911. Joffre was a strong advocate of the extension of the period of compulsory military service in France from two years to three. When the Germans, at the beginning of the war, through the violation of the neutrality of Belgium, succeeded in getting close to Paris, Marshal Joffre through his skillfully laid plans compelled them to retreat for a distance of almost 50 miles.

Later, Joffre was made a member of a commission of prominent French officials who visited the United States. He aroused great enthusiasm, and the greetings of our people have been compared to those which welcomed Lafayette in 1824.

As chief of staff, Joffre constantly urged on the French complete preparation against attack. "Everything must be foreseen and provided for; do not depend on a sudden wave of enthusiasm for a defense." Marshal Joffre is much beloved by his soldiers for his sympathy and kindliness. They call him "Grand-Père Joffre" (Grandpa Joffre).

4. WILLIAM PITT (1708-1778).

(a) Son of a wealthy Englishman, governor of Madras; entered the army, and later became a member of Parliament. Championed the cause of the people against the King and the nobles and was in consequence dismissed from the army. When the nobles protested against his plans he said, "It is the people who have sent me here." Called "the Great Commoner."

He protested against arbitrary imprisonments, stood for the liberty of the press and the rights of the people to choose their own representatives, and urged a plan by which Parliament would more truly represent the people.

(b) The friend of America. When Pitt was prime minister he had refused to lay a tax on the Colonies and rejoiced when they resisted the Stamp Act. He was a friend of Benjamin Franklin, and proposed a plan to bring the Colonies and England together by giving the Colonists representation in Parliament. He eventually secured the repeal of the Stamp Act.

(c) After the war was in progress and at the time of Howe's victories around Philadelphia, he insisted that America could not be conquered and urged the King to offer the Colonists absolute self-government similar to that which Canada and Australia enjoy to-day. He died while protesting against King George and his party continuing the coercive measures which he foresaw would lead to the independence of the Colonies.

5. LORD KITCHENER (1850-1916).

Born in Ireland; entered the army and was rapidly promoted on account of his courage and efficiency. Kitchener stood, like William Pitt, for the national ideal in England. Prior to the present war his chief services to Great Britain were his recapture of Khartoum from the Arabs in 1898, and in the Boer War in South Africa. Made an earl because of his services. When the present war broke out, Great Britain turned to Kitchener as the one military leader in whom all had confidence. He foresaw the length of the war and proceeded to lay plans for an army large enough to carry it on for several years. The German military staff called this army "Kitchener's Mob," but it succeeded in holding back the advance of the Germans toward the French coast. Lord Kitchener was lost at sea when the British battle cruiser *Hampshire* was torpedoed in June, 1916, while he was on a special mission to Russia.

6. DAVID LLOYD GEORGE (BORN IN 1863).

Born in Wales, worked in the coal mines as a boy. Studied law and entered Parliament in 1890. He stood for democracy; opposed the Boer War; put heavy taxes on unoccupied land owned by the nobility. The House of Lords opposed this, but by threatening to create new members favorable to his measures he forced them to pass a bill abolishing their power to block reforms. Urged and carried through social reforms, such as workmen's insurance. Although he had urged more friendly relations with Germany, he stood for a vigorous prosecution of the war when it came. In 1915 he was given the post of minister of munitions; he settled the labor troubles, largely because of the working people's confidence in him, and organized Great Britain's industries for the war. His work here was a great success, and when

Mr. Asquith resigned as Premier in December, 1916, Lloyd George succeeded him. Lloyd George's services to the cause of democracy, both before and since the outbreak of the war, give him a high place among those who are champions of the rights of the people.

7. GIUSEPPE GARIBALDI (1807-1882).

Garibaldi, the Italian patriot, was born at Nice, a part of Italy which was later ceded to France. During his youth Italy was divided into half a dozen separate States, which were largely ruled by a foreign country, Austria. Garibaldi was a leader in the work of freeing Italy from the rule of Austria and uniting it into a single kingdom. Was adventurous as a boy; on one occasion jumped into a stream and saved a woman from drowning. As a young man he was exiled from Italy because of his belief in democracy, and went to South America, where he helped some of the South American States to obtain their independence from Spain. Afterwards he returned to Italy and helped establish the Roman Republic, 1849, which failed almost immediately. Garibaldi was then again exiled. He came to the United States, and became a citizen, but in 1854 again returned to Italy. He organized a body of soldiers called "The Hunters of the Alps," which fought in the army against Austria in 1859. In order to help secure a united Italy, he, with his red-shirted volunteers, made himself master of Sicily and Naples, and found himself in command of an army of 25,000 volunteers who had freed Naples and Sicily from the rule of an oppressive king. When the Kingdom of the Two Sicilies was united to that of Sardinia, and Victor Emmanuel proclaimed constitutional ruler of Italy in 1861, Garibaldi retired to his farm at Caprera, in Sardinia. He had helped to form a united Italy, under a liberal government.

During Garibaldi's career, he had been a sailor, a soldier in Brazil, a teacher in Constantinople, a candle maker in New York, a general in Italy. In all of his work there is not the slightest hint of selfishness or self-seeking. He was noted for his simplicity of manner and his matchless bravery. Always and everywhere he was a devoted patriot.

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